DOCUMENT RESUME

ED 183 466 SO 012 399

AUTHOR Weaver, Andrew M.: Britt, Rodney C.
TITLE Values/Moral Education Approaches Currently Being Recommended by State Departments of Education.
PUB DATE 78
NOTE 10p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Attitudes: *Educational Programs: Elementary Secondary Education: *Ethical Instruction: Moral Development: *Moral Values: National Surveys: *Program Descriptions: Social Studies: State Departments of Education: *State Programs

ABSTRACT

Results are reported of a survey to examine values/moral education programs being proposed or implemented by departments of education in the United States. Questionnaires were mailed to the highest ranked state public school supervisors for social studies in each of the 50 states. Thirty-eight questionnaires were returned. Three states sent a personal letter in place of the questionnaire and two states simply forwarded values/moral education materials. Of the 38 responses only one supervisor did not recognize values or moral education as a viable part of the state's social studies program. Values clarification, value analysis, and moral development approaches received significant acceptance. Eight state coordinators reported using textbooks with a definite values/moral education focus. Forty-five percent of the states formally began to include values/moral education programs at the state level after 1965. Reasons for program implementation include interest by officials or staff at the state level, public interest or pressure, and teacher initiation or pressure. Twelve state coordinators whose states did not include some form of values/moral education would like to see such a program incorporated in the state's curriculum. Two state specialists indicated that they would not like to see such a program in their state's curriculum. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

MAR 13 1980

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Andrew M. Weaver

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED183466

VITA

Andrew M. Weaver
Professor of Social Science Education
Auburn University
Auburn, AL 36830

Rodney C. Britt
Instructor of Sociology
Southern Union Junior College
Wadley, AL

SO 012 399

VALUES/MORAL EDUCATION APPROACHES CURRENTLY BEING RECOMMENDED BY STATE DEPARTMENTS OF EDUCATION

Even though debate continues about the way values/moral education should be organized and taught, there is little opposition to it's inclusion in the curriculum. The major push for the inclusion of values/moral education has come from theorists in education and psychology resulting in a long list of theories and strategies.

This plenitude of values/moral education strategies and positions has recently been synthesized into five basic approaches. Through the work of Douglas Superka, Christine Ahrens, Judith Hedstrom, Luther Ford, and Patricia Johnson, in conjunction with the Social Science Education Consortium, a typology of values education approaches has evolved.

The typology of values/moral education approaches is:

A. Inculcation--To instill or internalize certain values in students. To change the values of students so they more nearly reflect certain desired values.

B. Moral Development--To help students develop more complex moral reasoning patterns based on a higher set of values. To urge students to discuss the reasons for their value choices and positions, not merely to share with others, but to foster change in the states of reasoning of students.

C. Value Analysis--To help students use logical thinking and scientific investigation to decide value issues and questions. To help students use rational, analytical processes in internalizing their values.

D. Value Clarification--To help students become aware of and identify their own values and those of others. To help students to communicate openly and honestly with others about their values. To help students use both rational thinking and emotional awareness to examine their personal feelings, values, and behavior patterns.[1]

A great deal of educational thought and writing has gone into the research and development of these values/moral education approaches. These various approaches have been evaluated, compared, analyzed, synthesized, ostracized, criticized, and virtually everything else that is possible in the domain of academe. The bulk of this research, however, has been in the theoretical arena, leaving a void in the descriptive and survey realms.[2]

After a careful review of literature and research, it was found, that apparently no one has made an attempt to determine on either a comparative or descriptive basis, what values/moral education approaches are being recommended, incorporated, and supported by the state departments of education for their inclusion in the public school systems in the United States. Consequently, this study has attempted to collect and report this information.

Statement of the Problem

The purpose of this study was to examine the values/moral education programs currently being proposed and/or implemented, by the fifty state departments of education of the United States, as part of the social studies curriculum. An attempt was made to determine the development, types, and status of the values/moral education programs being proposed for the public schools of each state.

The research was organized around the following sub-questions:

1. What was the current status of values/moral education in the various state departments of education's curriculum or goals for the social studies?
2. What values/moral education approaches did the state departments of education recommend for use in the social studies and/or as a separate course of study in their particular state?
3. What approach or approaches in values/moral education, if any, did the state departments of education's social studies coordinator recommend or promote?
4. What types of values/moral education materials and textbooks were currently being recommended by the state departments of education for use in the public schools?

5. When did state departments of education begin to formally include identifiable values/moral education programs at the state level?
6. Why did the various state departments of education begin to include values/moral education programs in their public schools' curriculum?
7. What was the nature of values/moral education programs or courses as suggested by the state departments of education, including: in which disciplines were they included; did the courses recommend, require, or imply the incorporation of values/moral education; were the courses elective or required; and what values/moral education approach or approaches were utilized in the courses?
8. What type of state support was given to values moral education by the various state departments of education?
9. If state departments of education do not at this time include or promote some form of values/moral education, would they in the near future desire to incorporate such a program in the state's curriculum? If so, what approach or approaches would they want to subsequently utilize?

Procedures

The procedures followed in the study was to mail a questionnaire to all of the highest ranked state public school supervisors for social studies in each state of the union. The listing or population of state social studies supervisors was obtained from the master roster of The Council of State Social Studies Specialists (CS 4), a suborganization of the National Council for the Social Studies. Thirty-eight out of a possible 50 questionnaires were returned in usable form. This represented a 76 percent return. Three states chose to send a personal letter in lieu of a completed questionnaire and two states simply forwarded values/moral education materials, giving a total state response of 86 percent of the study.

The questionnaires were augmented by various values/moral education materials sent to the writers by various state specialists. This was further supplemented by a bibliographic search for all avalable literature on values/moral education.

Findings

The data collected in this particular study, with respect to the nine sub-problems that were identified, are summarized in the following statements:

(1) According to the 38 state coordinators that returned questionnaires, representing 76 percent of the total state departments of education, only one state department of education did not recognize "values" or "moral" education as being a viable part of the state's social studies instruction. Thirty-five state recognized "values" or "moral" education as being a viable component. Two state consultants made no response to the inquiry.

The majority (53 percent) of the state coordinators responses, concerning, the current status of values/moral education in their state department of education's curriculum or goals for the social studies, indicated that values/moral education was being recommended for inclusion in the social studies. Eleven percent indicated that the status of values/moral education is implied in the curriculum or goals and 5 percent revealed that the topic is required.

(2) Values clarification was the values/moral education approach most widely recommended, required, or implied by the state departments of education for incorporation into the state's social studies classrooms. The values clarification approach received 31 percent of the total response.

The values/moral education approaches of value analysis and moral development also received significant acceptance, representing 30 percent and 24 percent of the total indication, respectively.

(3) Seventy-one percent of all the social studies coordinators in the study, as individuals, recommended or promoted some form of values/moral education to the social studies teachers in his or her particular state.

Twenty-four of the state social studies coordinators personally recommended values clarification and value analysis. Eighteen coordinators recommended the moral development approach and only 8 recommended inculcation to their state social studies teachers.

(4) Eight state coordinators indicated that there are specific textbooks recommended at the state level, which included a definite values/moral education focus. Four of the these 8 states indicated that their states utilized the Harcourt, Brace and Jovanovich series entitled, The Social Sciences: Concepts and Values and 4 states used Allyn and Bacon's Sociological Resources for the Social Studies. Each of these textbook series accounted for 13 percent of the total response, concerning state textbooks that contained a values/moral education component. Three state specialists indicated the use of the Holt Social Studies Curriculum and 3 states recommended Ginn's American Political Behavior. Over 65 percent of the textbook/materials, listed by the 8 state specialists, incorporated the value analysis approach. The methods of inculcation and moral development were the least utilized approaches in state-adopted social studies textbooks and materials.

(5) Forty-five percent of the states in the study began to formally include identifiable values/moral education components or programs at the state level after the year 1965. The median year at which states started to begin a values/moral education program at the state level was 1970.

(6) Thirty-six percent of the coordinators in the study stated that one of the reasons their state began to incorporate values/moral education in the public schools was from an interest by officials or staff at the state department of education level. Fifteen percent of the state specialists indicated that public interest or pressure and 15 percent stated that teacher initiation or pressure helped serve as the impetus for the incorporation of values/moral education in their state. The categories of state board of education action and state legislative action each accounted for 5 percent of the incentive to include values/moral education at the state level. Only 4 percent of the state consultants revealed that university influence played a role in inspiring the inclusion of values/moral education.

(7) Six state coordinators in the study disclosed the fact that their states recommended values/moral education in all of the state's social studies courses. Five state specialists revealed that values/moral education is recommended in only courses that are "appropriate" to the topic. Twelve respondents or 39 percent of the consultants in the study indicated at least one or more specific courses in which their state's curriculum recommended, required, or implied values/moral education. A total of 34 courses were designated.

Forty-four percent of these specifically designated courses were found in the field of political science and 12 percent in American history. Value analysis, representing 31 percent of the approaches utilized in the courses and values clarification, representing 29 percent of the courses, were the values/moral education approaches most used. Sixteen courses recommended values/moral education, 4 courses required it, and 14 of the courses implied the topic. The majority of these designated courses were "required" courses for public school students.

Values/moral education can be found in the following non-social studies courses: drug education, language arts, humanities, science education, health education, environmental education, homemaking, and crime prevention.

(8) Twenty-five percent of the states in the study received state support for values/moral education from state department of education consultants or specialists. Twenty-one percent of the states sponsored teacher workshops or conferences for values/moral education. Thirteen percent of the states offered support from university consultants. Six percent of the states have had federal or private grants designed expressly for values/moral education and 6 percent of the states appropriated funds specifically earmarked for values/moral education.

(9) Twelve state consultants, whose state departments of education did not at this time include or promote some form of values/moral education, would like to see such a program incorporated in the state's curriculum in the near future. Two state specialists, whose states presently had a void in this area, stated that they would not like to see such a program in the future.

All twelve state consultants that would like to see a values/moral education program incorporated in the state's curriculum in the near future, would like to utilize the value analysis approach. Ten of the coordinators would also like to use a values clarification approach. Seven respondents indicated that a moral development approach would be a desirable part of their state's future values/moral education program. Only 6 specialists wanted to someday incorporate the inculcation in their state's curriculum.

Footnotes

1. Douglas Superka et al., Values Education Sourcebook (Boulder, Colorado: Social Science Education Consortium ERIC Clearinghouse for Social Studies/Social Science Education, 1976), pp 1-6.

2. John E. Carter, "Trends in the Teaching of Values," Contemporary Education 44 (April, 1973) 295.